



**SEN Information Report for Parents 2023**

**The White Horse Federation – Grange Infant School**

**Address**: Delamere Drive, Swindon, SN3 4XE

Website: <https://grange-inf.swindon.sch.uk/> and [www.thewhitehorsefederation.org.uk](http://www.thewhitehorsefederation.org.uk)

**School opening hours for the children**:

8:20 – 15:15 Monday - Thursday

8:20-13:10 on Friday

**Point of contacts**:

Principal: Mrs Eleanor Rushen-Gough [erushen@grange-inf.swindon.sch.uk](mailto:erushen@grange-inf.swindon.sch.uk)

SENCO: Mrs Eleanor Rushen-Gough [erushen@grange-inf.swindon.sch.uk](mailto:erushen@grange-inf.swindon.sch.uk)

SEN Governor: Mrs Rachel Addis [RAddis@gov.twhf.org.uk](mailto:RAddis@gov.twhf.org.uk)

**Type of Provision**: Infant Education

**Age range**: EYFS-Y2 (4 years old-7 years old)

**Admission arrangements**: The White Horse Federation subscribes to the Swindon Borough Council admissions procedures and policies. Parents can apply through Swindon Borough Council for Infant School admissions.

**Referrals**: Children can be referred to the school if they are accommodated by the Local Authority or if they have an Education Health and Care Plan on parental request. All applications to school are applied for through the Local Authority.

**Cost**: Pupil Premium funding will follow the child as well as funding from Swindon Borough Council.

**Special Educational Needs are provided for at Grange Infants School**

At Grange Infants School, we aim to provide an inclusive, broad and balanced curriculum for all pupils, including those with SEND (Special Educational Needs and/or Disability). We are a school where each child’s individuality is valued and where our aim is to inspire all children to realise and value their potential. We have a range of systems in place for early identification of barriers to learning and participation and we set high expectations for all.

Provision for children with SEND is a matter for the whole school. All teachers are teachers of children with SEND.

We refer to the term **“Special Educational Needs”** if a child:

1. Have a significantly greater difficulty in learning than the majority of others of the same age.

2. Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in our mainstream school setting.

The difficulty or disability may relate to:

* Communication and interaction - children with Autism (ASD) and also a wide range of speech and language difficulties
* Cognition and learning - children with moderate learning difficulties and specific learning difficulties including dyslexia and dyspraxia
* Social, emotional and mental health difficulties - children experiencing specific anxieties and ADHD
* Sensory and/or physical needs - children with hearing impairment, visual impairment, sensory processing difficulties diabetes and epilepsy

These four broad areas give an overview of the range of needs and the purpose of identification is to work out what action the school needs to take. Special Educational Provision is that which is **additional to, or different from** that which is made generally for most children in school.

**Partnership agencies**

We work with:

* Educational Psychologists/Cognition and Learning Advisory Support Service
* Speech and Language Therapists
* Occupational Therapists
* ASD Advisory Service/ ARC
* Swindon Vision Support Service
* Swindon Hearing Support Team
* Assistive Technology Service
* Advisory Teacher for Physical Disabilities
* Health Care professionals (School Nurse, Community Paediatrician and Paediatric Therapy)
* SIAS - Swindon SEND information, advice and support service
* TAMHS/CAMHS
* Multi-Agency Safeguarding Hub (MASH)
* Swindon Virtual School (for Children Looked After)
* Swindon SEND Service
* Education Welfare Officer
* NSPCC
* STEP/SMASH Projects
* Swindon Domestic Abuse Support Service
* SEMH (Social, Emotional, Mental Health) Outreach Team
* Young Carers
* Swindon Project Me Programme
* Swindon SEND Families Voice

**Curriculum**: The Early Years Foundation Stage Curriculum is followed as is the National Curriculum 2014. The needs of the child could influence the curriculum they receive and this will be tailored to individual need. At Grange Infants School, we approach the curriculum through the lens of the inclusive classroom.

**Identification and Assessment:** We assess the pupils’ progress and attainment throughout the year as identified in the school assessment calendar. Parents will receive a written report on their child’s progress and attainment in February and at the end of the year. Parents are invited to regular meetings to discuss their child’s progress and attainment, with two formal parents evenings a year.

In addition to this, parents are also invited to annual reviews for children with an Education Health Care Plan for Special Educational Needs and Progress meetings for identified children on SEN School Support. Specific information regarding assessment of SEND can also be found within our SEND policy, which can be found on our website.

Any health concerns are reviewed as is appropriate and necessary and children with a care plan have these reviewed annually with the support of the School Nurse and other professionals as appropriate.

Where a specific need for a child is identified, the school will seek support from outside agencies to carry out specialist assessments. These can include assessments completed by Educational Psychologists, Speech and Language Therapy, Cognition and Learning Advisory Support

**Transition**: Where appropriate, conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with other professionals, we will check funding, write any necessary plans and look at ways of employing staff.

There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at 2 to 3 times before their start date.

Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 2 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan then transitional review will take place in Year 1 and possible school options are discussed with parents and professionals.

**Staff Expertise**: The SENCO, Mrs Elly Rushen-Gough, is a fully qualified teacher and is undertaking the National Award for Special Educational Needs Coordination (NASENCO).

The WHF expectations are that all teachers are responsible for children with SEN in their classes and have the support of the SENCO to ensure good progress and attainment of all children. All teachers are expected and committed to having a good understanding and awareness of SEND. This is achieved through on-going CPD. Through the school year, a number of staff training sessions are spent on SEND and new practices. Teaching Assistants are employed to support the learning needs of all the children with the exception of targeted support for children with high needs to enable them to access a mainstream curriculum. We also have pastoral support for all pupils when appropriate and we have a member of staff who is a trained ELSA (Emotional Literacy Support Assistant) as well as a member of staff trained in Drawing and Talking therapy. ELSA is a national programme that is run by the Educational Psychology Service.

**Monitoring of the effectiveness of the provision**: There are robust systems in place for SENCO to monitor the effectiveness of the school provision which include:

• book scrutiny,

• progress meetings,

• monitoring the quality of provision for SEN children e.g. through lesson observations of staff,

• monitoring of planning,

• data analysis,

* annual reviews of EHCPs

The SEN Governor will meet with the SENCO and quality assure both procedures and practices are exemplary for children with SEND. Subject leaders also monitor the delivery of their subject and the progress made. The Principal monitors and quality assures the impact of the SEN action plan/School improvement plan. The Local Authority moderate as part of a cycle for KS1 phonics monitoring/KS1 SATs monitoring/ visit and end of EYFS data to validate or challenge.

**Equal Opportunities**: All pupils have equal access to all facilities, activities and resources, regardless of SEND, race, religion, culture, gender, sexuality or disability determined by a thorough rigorous risk assessment procedure.

**Spiritual, Moral, Social and Cultural Curriculum**: The WHF is a values based organisation and therefore recognises the contribution that all children can make to all aspects of school life including representation on:

* School council
* Pupil voice
* Community events
* Religious festivals
* Special school days
* Online Safety Champions
* Build strong meaningful relationships between staff and pupils
* Measures to prevent bullying
* National initiatives, such as eco-weeks, charity events, religious celebrations

This list is not exhaustive.

**From the parent carer’s point of view**:

The Swindon Local Offer can be found using the link below. The Local Offer is a website in Swindon for children and adults who have support needs, giving you correct information and advice at any time.

[**https://localoffer.swindon.gov.uk/home**](https://localoffer.swindon.gov.uk/home)

1. **How does the school know if children need extra help and what should I do if I think my child may have special educational needs?**

* *Once your child has settled into school, it may seem to the teacher that s/he needs extra help. This may be clear to them from observation, or they may do some assessments. It may be that later on s/he does not make the progress expected.*
* *If your child has been to a preschool, nursery or another school, they will pass on information.*
* *If you have concerns yourself, please talk to your child’s class teacher. We have an open-door policy at Grange Infants School and you are welcome to express your concerns to the class teacher at any time however, avoiding teaching time. After school is better than in the morning, if this is not possible please phone the school to make an appointment.*
* *If we in school identify any special educational needs, we will talk to you about it and tell you what support will be put in place following the Swindon Core Standards process. This will include needs under the following headings: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health needs and Physical and Sensory needs.*

1. **How will the school support my child?**

The school has many options to enable your child to access mainstream learning, these include the following:

* *A provision map that states how and when a child is supported with what resources are required to enable successful delivering of the support. It also shows attainment for Reading, Writing and Maths as well as for Personal, Social and Emotional Development.*
* *Pupil passports that outline a profile of the child’s needs and support that works well for them.*
* *Specialist TAs that are specifically trained in supporting specific and high needs children.*
* *Qualified and trained teaching staff including the SENCO who can advise on strategies to support and help your child to progress.*
* *Access to other professionals for advice.*
* *Teachers meet three times a year specifically with the SENCo to discuss needs and interventions for children with SEND in their class.*

1. **How will the curriculum be matched to my child’s needs**?

*The curriculum is carefully scaffolded to meet the needs of every child. That is, it is individually tailored to each pupil. The child is then able to learn at his or her own level and make the progress s/he needs to make. Children learn in different ways and their learning styles are also catered for, multi-sensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly. For example, multisensory approaches are often used and some children work on a personalised curriculum that is time bound and reviewed regularly.*

1. **How will I know how my child is doing and how will you help me to support my child’s learning?**

*School will communicate regularly with you and this may include:*

* *Informal conversations between parent/carers with the teacher*
* *Discussions around the child’s individual learning needs and provision in place*
* *Formal parent/teacher interviews twice a year. Discussions around how to support and help your child at home*
* *All children with an EHCP will have an annual review once a year. Children in the EYFS who have an EHCP will have this twice per year*
* *Reports are sent home twice a year, including targets for your child to progress*
* *Home school diaries/informal reporting as required*
* *School website with helpful links and strategies to support your child’s learning*
* *TA conversations with parent/teacher/school*

This list is not exhaustive.

1. **What support will there be for my child’s/young person’s overall well-being?**

*We are a fully inclusive school, and all staff are passionate about the well-being of each child. Our Values Curriculum, in which all adults try to model good behaviour to children, is used throughout the school by all members of staff. Health, safety, and well-being are also taught through lessons and assemblies. Children will be consulted, where appropriate, and will have opportunity for their voice to be heard via pupil passports, child voice forms and activities such as student council and pupil governance.*

*Continuous care, support and guidance in class and around school may also include:*

* *PSHE curriculum*
* *Fully inclusive school where every child matters*
* *Enrichment activities (clubs, Pupil Premium activities, trips)*
* *Medical care plans/ personal care plans*
* *Some staff are trained in First Aid*
* *Some staff are trained in positive physical intervention (Team Teach). Any physical intervention is recorded appropriately according to safeguarding and LEA guidelines and is reported to parents. Physical intervention is a last resort in order to maintain the safety of a child and others around them. It is always deemed to be necessary, reasonable and proportionate to the circumstances they were intended to prevent.*
* *Pastoral care/ELSA (Emotional Literacy Support Assistants)/ Drawing and Talking therapy.*

**6. What specialist services and expertise are available at or accessed by the school?**

* *SENCO/ELSAs/ Drawing and Talking therapists*
* *Educational Psychologists*
* *Speech and Language Therapists*
* *Occupational Therapist*
* *SIAS - Swindon SEND information, advice and support service*
* *ASD Advisory Service*
* *Swindon Vision Support Service and Swindon Hearing Support Team*
* *Assistive Technology Service*
* *Advisory Teacher for Physical Disabilities*
* *Health Care professionals (School Nurse, Community paediatrician and Physiotherapists, Occupational Therapists)*
* *MASH (Multi-Agency Safeguarding Hub)*
* *Swindon Virtual School (for Children Looked After)*
* *Swindon SEND Service*
* *Education Welfare Officer*
* *SEMH (Social, Emotional, Mental Health) Outreach Team*
* *Young Carers*
* *Cognition and Learning Advisory Support Service*

1. **What training are the staff supporting children with SEND had or are having?**

*All staff have access to CPD which is tailored to the needs of the children.* *These include (but the list is not exhaustive):*

|  |  |  |
| --- | --- | --- |
| **Training Programme** | **When** | **Who** |
| National Award for Special Educational Needs Co-ordination | In progress | SENCO |
| SENCO conference |  | SENCO |
| TWHF SENCO network meetings. | Termly | SENCO |
| CP training and safeguarding updates | Yearly updates 2 hours | All staff |
| First aid training | Yearly updates and 3 year cycle for fully trained staff. | Some identified support staff. |
| Medical update training | Sept 2023 | All staff |
| Team teach and positive handling/de-escalation | Reviewed every 2 years. 6 or 12 hour course depending on level. March 2023. | Some teaching staff and TA’s. |
| SEND updates from Swindon Borough Council | Termly update meetings/forums. | SENCO |
| CPOMS (safeguarding and behaviour monitoring system) training | September 2023 | For new starters and refreshers for all staff. |
| SEN staff meetings | 1 per term | All staff |
| Speech and Language support EYFS | December 2019 | EYFS TA’s and Year 1 TA’s |
| Talkboost training – Speech and Language. | February 2020 | All support staff |
| Signalong Training – Speech and Language | June 2023 | All support staff |
| Prevent training online | May 2023 | All staff |
| Phonics support | Termly | All staff |
| Supporting learners in the classroom | May 2023 | All staff |
| Language Development | May 2020 | All staff |
| SEND Gateway ADHD | May 2020 | All staff |
| SEND Gateway Autism | May 2020 | All staff |
| SEND Gateway SEMH | May 2020 | All staff |
| SEND Gateway Dyslexia | May 2020 | All staff |
| SEND Gateway SEMH | May 2020 | All staff |
| SEND Gateway Dyslexia | May 2020 | All staff |
| SEND Gateway Hearing Impairment | May 2020 | All staff |
| SEND Acquired Brain Injury | May 2020 | All staff |
| ELSA training | 2023 | Termly updates 1 x ELSA |
| Core standards training | 2019/2020/2021/2022/2023 | All staff |

**8. How will my child be included in activities outside the classroom including school trips?** *We are a fully inclusive school, however, access to activities outside of the classroom / school trips will be determined through a rigorous risk assessment procedure.*

**9. How accessible is the school environment?**

*The school is wheelchair accessible and there is a disabled toilet. Reasonable adjustments are made for children who have a physical, hearing, visual or sensory impairment. Accessibility plan available on request.*

**10. How will the school prepare and support my child to join the school or transfer to a new school?**

*Conversations with other professionals through formal meetings will happen prior to children starting at the school and on leaving the school. At these meetings with others professionals we will check funding, write and necessary plans and look at ways of employing staff.*

*There is a bespoke pathway for children coming into school dependent on their need, recognising the strength of parental knowledge and the information that they can share; parental views are essential in the process. Pupils visit the school with their parents at least once before their start date. Where appropriate, home visits take place.*

*Any child moving on to another school from us will have a carefully structured plan based on individual need. There is appropriate support given to the receiving school and our Year 2 pupils have a structured transition plan in place in Term 6. If child has an Education Health Care Plan then transitional review will take place in Year 1 and possible school options are discussed. When children join from another primary school, we transfer records and have meetings/ conference calls as needed and appropriate.*

**11. How are the school’s resources allocated and matched to children’s special educational needs?**

*The school has government funding for all children including children with Special Educational Needs and Disabilities. In addition, additional funding can be requested to support higher needs children, children with Education Health and Care Plans. The Principal and the SENCO will discuss each child’s needs in detail and then ensure that school-based provision meets the needs of each child as detailed in the EHCP. This may include access to:*

* *Additional resources*
* *Additional learning support*
* *Support from outside agencies*
* *Other support (detailed throughout or through discussion with parents)*

**12. How is the decision made about what type and how much support my child will receive?**

• *Through initial assessments and using the Swindon Core Standards.*

*• Where appropriate assessments may be sought from partnership agencies*

*• Meetings with teacher/parent and other professionals (where appropriate)*

**13. Who can I contact for further information?**

*If you wish to discuss your child and the support they are receiving, please contact their class teacher.*

*If you still have questions regarding SEN or you wish to discuss the curriculum offer please contact the SENCO, Mrs Elly Rushen-Gough on 01793 822357 or senco@grange-inf.swindon.sch.uk.*

*If you have queries or concerns, please contact the Principal, Mrs Eleanor Rushen-Gough, who will be happy to meet with you or refer you to other agencies if they may be more helpful. Call 01793 822357 or erushen@grange-inf.swindon.sch.uk.*

*Contact details of support services for parents of children with SEND can be found on the school website.*

*Parents can also seek advice and support from the SEND Information, Advice and Support Services (SIAS).* [*https://www.swindonsias.org.uk/*](https://www.swindonsias.org.uk/)